

Teacher's Scoring Guide

Grade 6

**English/Language Arts
Applied Skills Assessment
Fall 2001**



Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2001, Indiana students in Grades 3, 6, 8, and 10 participated in the administration of the *ISTEP+*. The test for *ISTEP+* Fall 2001 consisted of two parts: (1) a basic skills section and (2) an applied skills section. For the fall testing, the basic skills section, which consisted of multiple-choice questions, was machine-scored. The applied skills section, which consisted of open-ended questions and a writing prompt, was hand-scored in Indiana during October and November 2001.

The results of both the basic skills section and the applied skills section were returned to the schools in November 2001. Copies of imaged student responses in the applied skills section were returned to the schools in January 2002. It is the Indiana Department of Education's expectation that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To help in this process, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers

- understand the methods used to score the *ISTEP+* Fall 2001 Applied Skills Assessment, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Applied Skills Report and the imaged copy of the student's work.

For Grade 6, there are two scoring guides: English/Language Arts and Mathematics. In this guide, you will find

- an introduction,
- a list of the English/Language Arts Grade 6 Essential Skills,
- rubrics (scoring rules) used to score the items,
- anchor papers or examples of actual student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard usage (grammar) conventions is valued by schools and the larger community. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar and spelling).

The writing assessments developed for *ISTEP+* are based on the recognition that writing is a process. For this reason, the writing tasks are closely aligned with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 6 the students were asked to write an essay about a class trip.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a final draft.**
The final draft is the completed student response. **Only this final draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Development Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Development Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Elaborated Writing Development Rubric on pages 10 through 15.

- **Language-in-Use Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, usage, spelling, punctuation, and capitalization. The Language-in-Use Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language-in-Use Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Development and Language-in-Use are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Development and one for Language-in-Use. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance.** In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Development and Language-in-Use scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

A Blank/No response/Refusal

B Illegible

C Written predominantly in a language other than English

D Insufficient response/Copied from text

E Response not related to test question or scoring rule (ELA and Writing only)

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to make rubrics a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

ENGLISH/LANGUAGE ARTS GRADE 6 ESSENTIAL SKILLS

- ☐ Use meaning (semantic), structural (syntactic), and sound (phonetic) clues to construct meaning (Construct Meaning)
- ☐ Make comparisons and predictions (Compare/Predict)
- ☐ Use headings, pictures, captions, and other textual clues (Textual Clues)
- ☐ Use the writing process—pre-writing, drafting, revising, and editing (Writing Development)
- ☐ Language-in-Use
- ☐ Edit and proofread for selected punctuation and capitalization (Punct/Capitalize)
- ☐ Edit and proofread for selected usage (Usage)
- ☐ Edit and proofread for selected spelling (Spelling)
- ☐ Use literature as one writing stimulus*
- ☐ Make inferences
- ☐ Identify cause and effect (Cause/Effect)
- ☐ Distinguish between fact and opinion (Fact/Opinion)
- ☐ Distinguish between reality and fantasy (Reality/Fantasy)
- ☐ Literal meaning
- ☐ Produce variety of forms: narrative, letters, logs, response to literature, lists, charts (Note: Students should also be able to write for the purposes and audiences identified for previous grades.)*
- ☐ Understand the elements of story structure—theme, characters, setting, and plot (Story Structure)
- ☐ Understand structure of expository text, including main idea (Struct. of Exp. Text)

***NOTE:** Essential Skills marked with an asterisk are assessed in the classroom and not as part of the *ISTEP+* tests.

WRITING DEVELOPMENT RUBRIC

Grades 6–12

Overview of the Writing Development Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Elaborated Writing Development Rubric on pages 10 through 15. For information about the Language-in-Use Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Writer:	Writer:
6	<ul style="list-style-type: none"> • stays completely focused on topic and task • includes thorough and complete ideas and information 	<ul style="list-style-type: none"> • organizes ideas logically
5	<ul style="list-style-type: none"> • stays focused on topic and task • includes many relevant ideas and information 	<ul style="list-style-type: none"> • organizes ideas logically
4	<ul style="list-style-type: none"> • stays mostly focused on topic and task • includes many relevant ideas and information 	<ul style="list-style-type: none"> • organizes ideas logically
3	<ul style="list-style-type: none"> • stays somewhat focused on topic and task • includes minimally relevant ideas and information 	<ul style="list-style-type: none"> • attempts to organize ideas logically
2	<ul style="list-style-type: none"> • exhibits less than minimal focus on topic and task • includes few relevant ideas or little information 	<ul style="list-style-type: none"> • does not organize ideas logically
1	<ul style="list-style-type: none"> • has little or no focus on topic and task • includes very few relevant ideas or information 	<ul style="list-style-type: none"> • does not organize ideas logically

Style	Voice
Writer:	Writer:
<ul style="list-style-type: none"> • exhibits exceptional word usage • demonstrates exceptional writing technique 	<ul style="list-style-type: none"> • effectively adjusts language and tone to task and reader
<ul style="list-style-type: none"> • exhibits more than adequate word usage • demonstrates more than adequate writing technique 	<ul style="list-style-type: none"> • effectively adjusts language and tone to task and reader
<ul style="list-style-type: none"> • exhibits adequate word usage • demonstrates adequate writing technique 	<ul style="list-style-type: none"> • attempts to adjust language and tone to task and reader
<ul style="list-style-type: none"> • exhibits minimal word usage • demonstrates minimal writing technique 	<ul style="list-style-type: none"> • attempts to adjust language and tone to task and reader
<ul style="list-style-type: none"> • exhibits less than minimal word usage • demonstrates less than minimal writing technique 	<ul style="list-style-type: none"> • may use language and tone inappropriate to task and reader
<ul style="list-style-type: none"> • exhibits less than minimal word usage • demonstrates less than minimal writing technique 	<ul style="list-style-type: none"> • may use language and tone inappropriate to task and reader

Elaborated Writing Development Rubric Grades 6–12

SCORE POINT 6

A 6-point paper is rare. It has a distinctive quality that sets it apart as an outstanding performance.

IDEAS AND CONTENT

Writer stays completely focused on topic and task.

- Writer uses unifying theme or main idea.
- Writer does not go off on tangents.
- Writer fully accomplishes the task (i.e., supports an opinion, summarizes, tells a story, or writes an article).

Writer includes thorough and complete ideas and information.

- Writer addresses all of the specific points of the prompt.
- Writer gives in-depth information and exceptional supporting details that are fully developed.
- Writer fully explores many facets of the topic.

ORGANIZATION

Writer organizes ideas logically.

- Writer creates a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., has an inviting introduction and strong conclusion).
- Writer progresses in an order that enhances meaning.
- Writer makes smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., makes a clear connection of ideas and uses topic sentences).

STYLE

Writer exhibits exceptional word usage.

- Writer chooses vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid.
- Writer demonstrates control of a challenging vocabulary.

Writer demonstrates exceptional writing technique.

- Writing is fluent and easy to read.
- Writer uses varied sentence patterns and complex sentences.
- Writer uses writer's techniques (i.e., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense).

VOICE

Writer effectively adjusts language and tone to task and reader.

- Writer chooses appropriate register (i.e., formal, personal, or dialect) to suit task.
- Writer displays strong sense of audience.
- Writer has unique perspective; may be original, authoritative, lively, and/or exciting.

SCORE POINT 5

IDEAS AND CONTENT

Writer stays focused on topic and task.

- Writer uses unifying theme or main idea.
- Writer does not go off on tangents.
- Writer fully accomplishes the task (i.e., supports an opinion, summarizes, tells a story, or writes an article).

Writer includes many relevant ideas and information.

- Writer addresses all of the specific points of the prompt.
- Writer gives more than adequate supporting details that are developed.
- Writer explores many facets of the topic.

ORGANIZATION

Writer organizes ideas logically.

- Writer creates a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., has a solid introduction and conclusion).
- Writer progresses in an order that enhances meaning of text.
- Writer makes smooth transitions between sentences and paragraphs to enhance meaning of text (i.e., uses topic sentences), but may have a lapse.

STYLE

Writer exhibits more than adequate word usage.

- Writer chooses vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid.
- Writer demonstrates control of vocabulary.

Writer demonstrates more than adequate writing technique.

- Writing is fluent and easy to read.
- Writer uses varied sentence patterns; may use complex sentences.
- Writer uses writer's techniques (i.e., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense).

VOICE

Writer effectively adjusts language and tone to task and reader.

- Writer chooses appropriate register (i.e., formal, personal, or dialect) to suit task.
- Writer displays sense of audience.
- Writer may have a unique perspective; may be original, authoritative, lively, and/or exciting.

SCORE POINT 4

IDEAS AND CONTENT

Writer stays mostly focused on topic and task.

- Writer presents a main idea but may get briefly distracted.
- Writer accomplishes the task (i.e., supports an opinion, summarizes, tells a story, or writes an article).

Writer includes many relevant ideas and information.

- Writer addresses most of the specific points of the prompt.
- Writer gives supporting details but details may not be developed; ideas may be listed.
- Writer explores some facets of the topic.

ORGANIZATION

Writer organizes ideas logically.

- Writer creates a meaningful whole with a beginning, a middle, and an end, but may have a lapse (i.e., may have a weak introduction or conclusion).
- Writer generally progresses in an order that enhances meaning of text.
- Writer uses transitions between sentences and paragraphs to enhance meaning of text (i.e., uses some topic sentences); transitions may be rough.

STYLE

Writer exhibits adequate word usage.

- Writer uses ordinary vocabulary; chooses words that are predictable and common.
- Writer demonstrates some control of vocabulary.

Writer demonstrates adequate writing technique.

- Writer uses language that is easy to read, although a lapse may occur.
- Writer uses some varied sentence patterns; may use some complex sentences.
- Writer may attempt to use writer's techniques (i.e., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense).

VOICE

Writer attempts to adjust language and tone to task and reader.

- Writer makes adjustments, but may occasionally slip out of register (i.e., formal, personal, or dialect).
- Writer displays some sense of audience.

SCORE POINT 3

IDEAS AND CONTENT

Writer stays somewhat focused on topic and task.

- Writer attempts a main idea, but may lose focus.
- Writer may only minimally accomplish the task (i.e., supports an opinion, summarizes, tells a story, or writes an article).

Writer includes minimally relevant ideas and information.

- Writer addresses some of the specific points of the prompt.
- Writer gives minimal details; may list ideas without supporting details.
- Writer may explore few facets of the topic.

ORGANIZATION

Writer attempts to organize ideas logically.

- Beginning, middle, and end may be weak or absent (i.e., may have a weak introduction or conclusion).
- Progression of text may be confusing or unclear.
- Transitions between sentences and paragraphs may be weak or absent (i.e., some topic sentences are used).

STYLE

Writer exhibits minimal word usage.

- Writer uses limited vocabulary; chooses words that are predictable and common.
- Writer demonstrates minimal control of vocabulary.

Writer demonstrates minimal writing technique.

- Writing may not be easy to read.
- Writing may be repetitive, predictable, or dull.
- Writer relies mostly on simple sentences.

VOICE

Writer attempts to adjust language and tone to task and reader.

- Writer has difficulty establishing a register (i.e., formal, personal, or dialect).
- Writer displays little sense of audience.

SCORE POINT 2

IDEAS AND CONTENT

Writer exhibits less than minimal focus on topic and task.

- Writer attempts a main idea, but generally loses focus.
- Writer less than adequately accomplishes the particular task (i.e., supports an opinion, summarizes, tells a story, or writes an article).

Writer includes few relevant ideas or little information.

- Writer may have ideas that go off in several directions.
- Writer may give little information.
- Writer may omit details or include unrelated details.

ORGANIZATION

Writer does not organize ideas logically.

- Writing may have only one of the three elements: beginning, middle, and end (i.e., may have no introduction or conclusion).
- Writing is difficult to follow; ideas may be out of order.
- Transitions are weak or absent (i.e., topic sentences may not be used).

STYLE

Writer exhibits less than minimal word usage.

- Writer uses limited vocabulary; may use words incorrectly.
- Writer demonstrates less than minimal control of vocabulary.

Writer demonstrates less than minimal writing technique.

- Writing may be difficult to read.
- Writing may be repetitive, predictable, or dull.
- Writer relies mostly on simple sentences.

VOICE

Writer may use language and tone inappropriate to task and reader.

- Writer may not use an appropriate register (i.e., uses slang or dialect in a formal setting).

SCORE POINT 1

IDEAS AND CONTENT

Writer has little or no focus on topic and task.

- It may be unclear to the reader what the writer is trying to communicate.
- Writer does not accomplish the particular task (i.e., supports an opinion, summarizes, tells a story, or writes an article).

Writer includes very few relevant ideas or information.

- Writer gives little information and/or details.

ORGANIZATION

Writer does not organize ideas logically.

- Writing may be very brief.
- Writing may have only one of the three elements: beginning, middle, and end (i.e., may have no introduction or conclusion).
- Writing is very difficult to follow.
- Transitions are weak or absent (i.e., may have no topic sentences).

STYLE

Writer exhibits less than minimal word usage.

- Writer uses limited vocabulary; many words may be used incorrectly.
- Writer demonstrates less than minimal control of vocabulary.

Writer demonstrates less than minimal writing technique.

- Writer uses language that is difficult to read.
- Writing is flat and lifeless.
- Writer has problems with sentence construction.

VOICE

Writer may use language and tone inappropriate to task and reader.

- Writer may not use an appropriate register (i.e., uses slang or dialect in a formal setting).

Language-in-Use Rubric Grades 6–12

Score	Writing exhibits a good command of language skills.
4	<ul style="list-style-type: none"> • Words have few or no capitalization errors. • Sentences have few or no punctuation errors. • Words have few or no spelling errors. • Sentences have few or no grammar or word usage errors. • Writing has few or no paragraphing errors. • Writing has few or no run-on sentences or sentence fragments. <p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p>
Score	Writing exhibits an adequate command of language skills.
3	<ul style="list-style-type: none"> • Most capitalization is correct. • Most punctuation is correct. • Most spelling is correct. • Most grammar and word usage are correct. • Most paragraphing is correct. • Writing may have run-on sentences or sentence fragments. <p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language-in-use errors.</p>
Score	Writing exhibits a minimal command of language skills.
2	<ul style="list-style-type: none"> • Some capitalization is correct. • Some punctuation is correct. • Some spelling is correct. • Some grammar and word usage are correct. • Paragraphing may have errors or may be missing. • Writing may have run-on sentences or sentence fragments. <p>In a Score Point 2 paper, errors are typically frequent and cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p>
Score	Writing exhibits a less than adequate command of language skills.
1	<ul style="list-style-type: none"> • Words have many capitalization errors. • Sentences have many punctuation errors. • Words have many spelling errors. • Sentences have many grammar and word usage errors. • Paragraphing may have errors or may be missing. • Writing may have run-on sentences or sentence fragments. <p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p>

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of a writing prompt. It also includes transcribed samples of actual student anchor papers that meet the Writing Development and Language-in-Use rubric criteria for a particular score. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers in the Scoring Guide, actual names of people are replaced by initials. Similarly, actual places are replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt:
Use the Writing Process/Language-in-Use

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

Class Trip

Read the writing prompt below and complete the writing activity.

Your class is planning a field trip to a location in Indiana.

Write an essay for your teacher describing the trip you think the class should take. Explain where you would go, what you would do, and what your class would learn from it.

Be sure to include

- where your class should go on the trip
- what the class would do on the trip
- what the class would learn on the trip
- a beginning, a middle, and an end to your essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your essay on the lined pages. Be sure to write neatly. Only your writing on the lined pages in this book will be scored. Using the Editing Checklist on page 17, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Writing Icon

The writing icon, which appears before each extended response and writing prompt, alerts the student that the response will be scored for writing. The criteria by which the writing will be judged are explained on pages 10 and 18 of the test book.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, spelling, punctuation, and capitalization.

Writing Development

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Elaborated Writing Development Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., fully discusses a trip to the Children’s Museum of Indianapolis, suggests several rooms to visit once there, and includes insights on what can be learned from this experience).
- remains fully focused on the task and does not go off on tangents.
- provides in-depth information and fully developed supporting details (e.g., *Near the carousel are two exhibits. One contains mirrors. There is a convex mirror which makes you look tall and thin. A concave [mirror] makes you short and dumpy. The next exhibit is Dolls. Many glass cases show you dolls from different times and places.*)
- is organized logically beginning with a description of the entrance to the museum (e.g., *The brightly colored carpet reflects the bright light coming in from the huge shining window. Up ahead looms the giant staircase, a tower of steps and colors*) and ending with a wrap-up of why it is worthwhile to visit this museum (e.g., *The children’s [Children’s] Museum of Indianapolis is one of the biggest and best museums for kids in the United States. It is dedicated to mixing fun and education*). The body of the essay describes a variety of delightful exhibits to visit.
- has paragraphs that are fully developed, support the main ideas, and explore many facets of the topic.
- has smooth and varied transitions between sentences and paragraphs (e.g., *On one of the many floors of the Children’s Museum, there is a big and beautiful carousel; Some other exhibits are Trains, Bugs, and Fossils; An ultimate favorite exhibit has everything in the world to teach you*).
- exhibits control of challenging vocabulary, choosing vocabulary to create rich descriptors (e.g., *a Hounted [Haunted] House is put up, to scare you out of your wits. Upon the window appears a spider and web of black and orange*) and clear and vivid images (e.g., *Snowflakes whirl as you glide to the bottom*).
- demonstrates exceptional writing technique, is fluent and fun to read, and uses exceptional vocabulary to lure the reader in.
- displays a strong sense of audience, employing an original perspective that is well suited to the task (e.g., *One ticket to take the ride of a lifetime*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare.

Language-in-Use

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language-in-Use Rubric.

This sample

- has no capitalization errors and very minor punctuation errors (errors with misplaced commas).
- has three spelling errors (e.g., *some where* [somewhere]; *Hounted* [Haunted]; *surrounding* [surrounding]), some of which may be first-draft* errors.
- has one error in grammar (e.g., *has showed* [has shown]).
- uses paragraphs correctly.
- has no run-on sentences, but does have one sentence fragment (e.g., *One ticket to take the ride of a lifetime!*).

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of a first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Essay

Title: The Children's Museum

It's time for a field trip! Where should we go? We should go some where fun and educational.
Let's go to the Children's Museum of Indianapolis!

The Children's Museum is located in downtown Indianapolis and is dedicated to mixing fun and learning. If you don't believe me, go inside!

When you enter, you will shout with amazement. The brightly colored carpet reflects the bright light coming in from the huge shining window. Up ahead looms the giant staircase, a tower of steps and colors.

During Halloween a Hounted House is put up, to scare you out of your wits. Upon the window appears a spider and web of black and orange.

In the winter, the staircase become a slick hill to slide down. What fun! Snowflakes whirl as you glide to the bottom.

On one of the many floors of the Children's Museum, there is a big and beautiful carousel. Surrounding are wonderfully painted pictures of people enjoying themselves. One ticket to take the ride of a lifetime!

Near the carousel are two exhibits. One contains mirrors. There is a convex mirror which makes you look tall and thin. A concave makes you short and dumpy.

The next exhibit is Dolls. Many glass cases show you dolls from different times and places.

Some other exhibits are Trains, Bugs, and Fossils. One of my favorites is the Egypt exhibit. There you can build an Egyptian palace, write your name in Egyptian, and uncover the lifestyle of an Egyptian person.

There is one exhibit that is always changing. It has showed how planes fly, the importance of recycling, puzzles, and many other things. All have fun hands-on experiments.

An ultimate favorite exhibit has everything in the world to teach you. You can build a dam, make a boat and try it out in a system of locks, watch moving patterns, and visit and learn about the wildlife of Indiana. There is a room made to look like a sewer where you can learn and experiment with worms, frogs, bugs, and anything else.

The exhibit is so big, it's like many exhibits put together. There is a place to build an arch, design houses, and move millions of rubber rocks using pulleys, shovels, steam shovels, and wheelbarrows.

When you get tired, you can leave and tour a pioneer log cabin. Learn about hunting, trapping, and trading done by Indians.

Near there you can sign up for a free half-hour archeologist class. You can learn about what is man-made and what is nature-made. Then you will get to dig in a pit of sand with a trowel to uncover bones, beads, and broken pottery. Show it to your instructor and discuss what you found.

The children's Museum of Indianapolis is one of the biggest and best museums for kids in the United States. It is dedicated to mixing fun and education. No person ever living in Indiana should miss seeing it. So let's go!

Writing Development Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Elaborated Writing Development Rubric.

This sample

- accomplishes the task, addressing all specific points of the prompt (i.e., recommends where the class should go on a field trip, tells what they should do on the trip, and explains what the class might learn on the outing).
- provides more than adequate supporting details (e.g., *There is this one trail that leads you up a huge hill called Bluebird Hill. The view is excellent [,] and there is [are] a lot of different wildlife habitats all in one area*), but details could be more completely developed.
- is organized logically with clear (and full) introduction, middle, and end. The descriptors and details however are less inviting than those typically found in a Score Point 6 paper.
- has paragraphs that are fully developed and support the main idea.
- uses vocabulary to create some rich descriptions (e.g., *huge tabogon [toboggan] sled hill*) and includes important details (e.g., *tents, hiking equipment [equipment], food, flashlights, radio, and personal stuff*).
- is fluent and easy to read; uses persuasion to try to convince the reader (e.g., *This trip might cost a a large sum of money, but it would teach us a lot and really be worth it; So I think it would be a good experience for our class*), but the reasoning employed to persuade is not as sophisticated or as fluid as that found in a Score Point 6 paper.
- effectively adjusts language and tone to the task and the reader (e.g., *You could learn to measure time or do some scientific experiment [experiments]; It would also teach about nature and animals, and about teamwork*), but in general, the voice is not as lively or as authoritative as in a Score Point 6 paper.

NOTE: A Score 5 paper may have many of the same characteristics as found in a Score Point 6 paper. However, a Score Point 5 paper frequently lacks consistency, in-depth development, sophisticated sentence structure, and/or sophisticated use of vocabulary.

Language-in-Use Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language-in-Use Rubric.

This sample

- has no capitalization or punctuation errors in the body of the essay.
- has some spelling errors (e.g., *tabogon [toboggan], percaution [precaution], necearsy [necessary], eqipment [equipment]*).
- has two errors in grammar (e.g., *there is [are] a lot of different wildlife habitats; some scientific experiment [experiments]*) and two usage errors (e.g., *a [an] early; like [as] in old times*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

NOTE: In holistic scoring, the reader gives the paper the score point that best describes the **overall** performance. Because the length and complexity of the responses vary, the number of errors within a given point may vary. We do not want to penalize the student who writes longer responses or uses complex sentence structures. For this reason, a Score Point 4 paper may have a few errors. However, the overall performance demonstrates a very good command of English skills.

Essay

Title: "Where We Should Go on our Field Trip."

I know the perfect place for a class trip, Potato Creek State Park. I have been there before on a camping trip. It was really fun and educational. It would be ideal for a early winter or fall trip. They have campgrounds and a huge tabogon sled hill. You could learn to measure time or do some scientific experiment. The learning experience would be very nice. You could use it as a experiment or observation on animals. There is this one trail that leads you up a huge hill called Bluebird Hill. The view is excellent and there is a lot of different wildlife habitats all in one area. This could also be a surrvial trip, where you camp in a tent without any electrical hook-up or devices. Our class would have to adapt to life without these things like in old times.

It would teach us a lot about doing things without electricity or modern technology. It would also teach about nature and animals, and about teamwork. Without each other we probably wouldn't make it. This trip might cost a a large sum of money, but it would teach us a lot and really be worth it.

We would have to take good deal of percaution. We would have to plan accordingly and carefully. Take the trip when the weather is fair and work to get everything ready. We would have to pack everything that is necearsy for the trip. Tents, hiking eqipment, food, flashlights, radio, and personal stuff will all depend on when and what we will be doing. We will have to do almost every procedure right to have a good trip. So I think it would be a good experience for our class.

Writing Development Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Elaborated Writing Development Rubric.

This sample

- adequately accomplishes the task (i.e., tells where the class should go on a field trip).
- stays focused on the topic.
- provides supporting details, but does not develop them as fully as would be expected in a Score Point 6 or Score Point 5 paper (i.e., What might you see on the suggested nature walk at the campsite? What kinds of animals live in the area? Where could the group hike? What exactly would the group learn from this experience?).
- focuses on a fun place to take a trip and begins to suggest what to do, but does not develop the good ideas that are put into place.
- uses some transitions between sentences and paragraphs (e.g., *While we are there; We also could*).
- uses words that are typical for the grade level.
- is easy to read and uses complex sentences effectively (e.g., *I think that everybody likes to go camping, and if they don't, they won't have to go*).
- displays some sense of audience.

NOTE: A Score Point 4 paper represents a solid performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the development of ideas and content.

Language-in-Use Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language-in-Use Rubric.

This sample

- has correct capitalization.
- has correct punctuation with the exception of one misplaced comma.
- has one spelling error (e.g., *camp site* [campsite]).
- has correct grammar and word usage.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Essay

Title: Our Trip

I think we should go to Brown County and camp there for 2 nights.
I think that everybody likes to go camping, and if they don't, they won't
have to go. It would be fun. About 5 or 6 people could bring a tent,
including me.

While we are there, we could camp in the woods. We could also go
on a nature walk, and see all the fascinating animals and creatures that
live there. We could light a campfire and tell ghost stories at night. We
also could go on hikes and then find our way back. Only A citizenship
students could go.

We could learn about animals and how they live. We could learn
how to camp and how to find trails back to the camp site. We could
learn many things on this trip. I think it will be fun. I would really like to go.

Writing Development Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Elaborated Writing Development Rubric.

This sample

- minimally accomplishes the task (i.e., tells where to go on a class trip), but details and descriptions are vague.
- provides minimal development (e.g., *they are going to see different things like the way a bird haches* [hatches]); ideas are listed with details that become repetitive. The writer closes with a supporting detail already mentioned earlier in the paper (e.g., *They will learne* [learn] *about different animals how baby eggs hache* [hatch] *sortes* [sorts] *of things*).
- has a list-like organization that reports actions, but has no introduction and only a weak ending.
- attempts to use simple transitions (e.g., *How ever* [However]).
- uses words that are predictable and common.
- relies mostly on simple sentences.
- displays little sense of audience and has difficulty establishing a register.

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 Paper, like a Score Point 4 paper, has a list-like quality and uses basic sentences and vocabulary. However, a Score Point 4 paper provides some details and in-depth information, while the Score Point 3 paper shows little or no development of ideas.

Language-in-Use Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language-in-Use Rubric.

This sample

- has no capitalization errors in the body of the essay.
- has most punctuation correct, with the exception of commas missing from complex sentences and the omission of a hyphen (e.g., *two headed animals* [two-headed animals]), which would not be expected at this grade level.
- misspells a number of words by adding an "e" at the end of words (e.g., *learne* [learn], *haches* [hatches], *walkes* [walks], *sortes* [sorts]). Misspells other basic words (e.g., *museam* [museum], *How ever* [However]).
- has some grammar and usage errors (e.g., *how a mother bird take* [takes] *care*; *How ever* [However] *they will show them how to milk a cow to* [too]; *We will do alot* [a lot] *of thing* [things]).
- does not use paragraphs, but arranges content so that ideas generally flow.
- has one run-on sentence (e.g., *They are going to see different things like the way a bird haches* [hatches], *how a mother bird take* [takes] *care of her young, they will see two headed* [two-headed] *animals*) and a poorly constructed sentence (e.g., *They will learne* [learn] *about different animals how baby eggs hache* [hatch] *sortes* [sorts] *of things*).

NOTE: The adjective **good** best describes a Score Point 3 paper. Although the paper contains errors, the writer demonstrates a good command of language skills overall.

Essay

Title: My class field trip

The class should go on a field trip where they can learn but also
have fun. The class is going to a science museum. They are going to see
different things like the way a bird hatches, how a mother bird take care
of her young, they will see two headed animals and baby horses. How
ever they will show them how to milk a cow to. We will do a lot of things
like hiking, nature walks, and exploring the museum. We are just going
the things the kids would like to learn about and take back and tell the
other kids. They will learn about different animals how baby eggs
hatch and other things.

Writing Development Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Elaborated Writing Development Rubric.

This sample

- less than adequately accomplishes the writing task (i.e., the writer vaguely suggests a trip to the zoo).
- is focused insofar as the writer returns to the prompt in the ending sentence (e.g., *The class would lern [learn] about anemies [animals]*).
- provides almost no information or supporting details (i.e., provides no ideas what the class will see or do at the zoo except for the vague reference to *lern [learn] about anemies [animals]*).
- is too brief to establish a clear order, lists ideas with no introduction or conclusion, and lacks transitions between sentences.
- uses limited vocabulary.
- consists of a few simple sentences, showing limited control of language.

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of language skills limits the student's ability to communicate these ideas effectively.

Language-in-Use Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language-in-Use Rubric.

This sample

- has capitalization problems, using a capital letter to begin only two of the six sentences, and inappropriately capitalizes a common noun (e.g., *Lunch [lunch]*).
- misspells many basic words (e.g., *filled [field]*, *Thay [they]*, *techer [teacher]*, *faverit [favorite]*, *lern [learn]*, *anemies [animals]*) in a brief response.
- has a subject and verb agreement error (e.g., *My class and techer [teacher] is [are] nice*), but the writer generally sticks to safe, simple sentences.
- does not use paragraphs.

NOTE: The difference between a Score Point 3 paper and a Score Point 2 paper is that in a Score Point 2 paper, the number and variety of errors are often in basic language skills.

Essay

Title: my class

my class is going on a filled trip. They are going to the zoo.

my class and teacher is nice. it is my favorite class to go to. we will go
to Ralles for Lunch. The class would learn about anemies.

Writing Development Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Elaborated Writing Development Rubric.

This sample

- does not complete the task (i.e., although the writer communicates a place to go on a field trip, sufficient details are not provided).
- provides no relevant information beyond who will be playing at the stadium for the field trip.
- has a minimal introduction, and no conclusion, and lacks sufficient development to discern any organizational plan.
- displays very limited vocabulary and word usage.

NOTE: Although Score Point 1 is the lowest score point, the paper conveys some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language-in-Use Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language-in-Use Rubric.

This sample

- has some correct capitalization, but forgets to capitalize a proper noun (e.g., *cordinals* [Cardinals]) and does not begin the final sentence with a capital letter.
- attempts basic ending punctuation, but omits punctuation from last sentence.
- has basic words misspelled (e.g., *stadean* [stadium], *brang* [bring], *enofe* [enough], *mony* [money]).
- is too brief to demonstrate appropriate paragraphing.
- uses sentence fragments and ends with a direct command (e.g., *brang* [bring] *enofe* [enough] *mony* [money]).
- shows very limited control of language.

NOTE: In a Score Point 1 paper, errors are serious and numerous and cause the reader to struggle to discern the writer's meaning; errors are frequently of a wide variety.

Essay

Title: Mci Stadean

To see a ball game. Cubs verses the cordinals.

brang enofe mony

1

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 6, 8, and 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of a pre-reading activity, one or two passages of text, short answer items, and one extended response item. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the applied skills items. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the short answer items and extended response item. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point (rubric). **If a student gives a response that is not listed as an exemplar, but the answer is supported by the text, the student receives credit for the response.**

- **Writing Development**

The extended response item at the end of the reading/writing task is the only item in the reading/writing task that is scored for Writing Development. The Extended Response Writing Development Rubric is based on the Writing Development Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points. **The Writing Development scores for the writing prompt and the extended response are added together for a final combined Writing Development score.**

- **Language-in-Use (L-I-U)**

The extended response item at the end of the reading/writing task is the only item in the reading/writing task that is scored for Language-in-Use (L-I-U). The Extended Response L-I-U Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, and spelling. Students may receive a maximum of four points. **The L-I-U scores for the writing prompt and the extended response are added together for a final combined L-I-U score.**

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages contain an example of the pre-reading activity, as well as the short answer items and the extended response item with their unique exemplars, rubrics, and sample student responses. Each sample paper is accompanied by an explanation of the score points it received. The exemplars provided for each item are not necessarily the only correct responses possible. In many cases, other relevant responses may be acceptable.

All questions used in the reading/writing tasks are based on the skills outlined in the Essential Skills for Grade 6 on page 7. Teachers are encouraged to discuss both the Essential Skills and these examples with students and parents. They may also use these and other similar questions as examples to teach students strategies that will help them become more efficient readers, locate information in the text, and support an opinion with information from the text.

Session 2: English/Language Arts

Pre-Reading Activity

Think about what makes a good friend. On the lines below, write a brief description of an ideal friend.

In this session, you will read a story called “Tom and Jerry” by Will James. After reading the story, you will answer questions about what you have read. Then you will do some writing on a related topic.

Now read “Tom and Jerry” and do Numbers 1 through 8. You may look back at the story as often as you like.

Pre-Reading Activity

The Pre-Reading Activity activates the student’s prior knowledge and focuses this knowledge on the upcoming task.

The Pre-Reading Activity is optional and is not scored.

Following the Pre-Reading Activity, the students read “Tom and Jerry” by Will James. For a copy of the complete text, see the Response Book for Basic Skills and Applied Skills I or the printout of the text that accompanies the Student Report.

Item 1:
Make Inferences

1 Give TWO examples from the story that show the strength of the ponies' friendship.

- 1) _____

- 2) _____

Exemplars:

- When Tom is trapped, Jerry saves him from the wolf.
- Jerry waits for Tom to have the strength to join him in the journey for water.
- The two would leave the herd and go grazing by themselves.
- other relevant examples from the story

Rubric:

2 points	versions of two exemplars
1 point	version of one exemplar
0 points	other

SCORE POINT 2

1 Give TWO examples from the story that show the strength of the ponies' friendship.

- 1) They always stuck together and never left each others side.

- 2) Jerry fought the wolf to save Tom.

Item 1—Score Point 2

They always stuck together and never left each others side is a version of the third exemplar. *Jerry fought the wolf to save Tom* is a version of the first exemplar. This response receives a Score Point 2.

SCORE POINT 1

1 Give TWO examples from the story that show the strength of the ponies' friendship.

- 1) They both looked alike

- 2) They never liked to run with any bunch

Item 1—Score Point 1

They both looked alike is not an example of the strength of the ponies' friendship; it is an observation of their physical characteristics. *They never liked to run with any bunch* is a version of the third exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 0

1 Give TWO examples from the story that show the strength of the ponies' friendship.

- 1) The two ponies where Brothers.

- 2) They would never fight each other

Item 1—Score Point 0

The first example suggests a familial relationship only, and the second example is not text-based. Since neither response is acceptable, this response receives a Score Point 0.

NOTE: The responses to Numbers 1 through 7 do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Item 2:
Literal Meaning

2 According to the story, why are Tom and Jerry so close?

Exemplars:

- The narrator says that they are full brothers (and maybe that's why they are so close).
- other text-based explanation

Rubric:

1 point	version of exemplar
0 points	other

SCORE POINT 1

2 According to the story, why are Tom and Jerry so close?

They are full brothers

Item 2—Score Point 1

The response is a version of the first exemplar and receives a Score Point 1.

SCORE POINT 0

2 According to the story, why are Tom and Jerry so close?

Because, they are best friends'.

Item 2—Score Point 0

The response does not answer the question of **why**, according to the story, the horses are so close. Therefore, this response receives a Score Point 0.

Item 3:
Identify Cause and Effect

3 What condition is Jerry in when the narrator finds him?

On the lines below, explain what has caused this condition.

Exemplars:

Condition

- Jerry is tired/thirsty/sweating/hungry/shaking.
- other relevant text-based condition

Reason

- Jerry has been chasing the wolf for a long time.
- Jerry has not had water/has not eaten for a couple of days.
- Jerry is exhausted from protecting Tom.
- other relevant text-based explanation

Rubric:

2 points	version of one exemplar for each part
1 point	version of exemplar for one part only
0 points	other

SCORE POINT 2

3 What condition is Jerry in when the narrator finds him?

He was tired.

On the lines below, explain what has caused this condition.

He kept chasing the wolf away. And the wolf kept coming back.

Item 3—Score Point 2

The response gives a physical condition (included in the first exemplar of “condition”) and the version of the first exemplar under “reason.” This response receives a Score Point 2.

SCORE POINT 1

3 What condition is Jerry in when the narrator finds him?

Sweating, and thirsty.

On the lines below, explain what has caused this condition.

Tom fell in a hole and got stuck. Then a wolf came along.

Item 3—Score Point 1

The “condition” in this response is a version of the first exemplar; the second part of the response, however, does not explain the “reason.” Therefore, this response receives a Score Point 1.

SCORE POINT 0

3 What condition is Jerry in when the narrator finds him?

stuck in a holl.

On the lines below, explain what has caused this condition.

he was rolling

Item 3—Score Point 0

Both examples given refer to Tom (not Jerry). Therefore, this response receives a Score Point 0.

Item 4:
Identify Cause and Effect

4 Why does the wolf finally leave?

Exemplars:

- The author/narrator scares him away.
- The wolf gets wind of/notices the narrator and leaves.
- other text-based reason

Rubric:

1 point	version of one exemplar
0 points	other

SCORE POINT 1

4 Why does the wolf finally leave?

The wolf smells the owner of Tom and Jerry and leaves the fight.

Item 4—Score Point 1

The response is a version of the second exemplar and receives a Score Point 1.

SCORE POINT 0

4 Why does the wolf finally leave?

because he was getting tired

Item 4—Score Point 0

The response is not text-based. Therefore, this response receives a Score Point 0.

Item 5:
Make Inferences

5 Why doesn't Tom go for water right after he is freed?

Exemplars:

- He is very tired/weak.
- His muscles have not been used in a while.
- He needs to rest before he can move.
- other relevant text-based response

Rubric:

1 point	version of one exemplar
0 points	other

SCORE POINT 1

5 Why doesn't Tom go for water right after he is freed?

He is very weak and has trouble walking.

Item 5—Score Point 1

The response is a version of the first exemplar and receives a Score Point 1.

SCORE POINT 0

5 Why doesn't Tom go for water right after he is freed?

He wanted to wait for Jerry.

Item 5—Score Point 0

The response contains incorrect information. Therefore, this response receives a Score Point 0.

Item 6:
Understand Elements of Story Structure

6 The narrator could be described as

observant

kind

experienced

Circle the word above that you think BEST describes the narrator. Then, explain your choice by including ONE example from the story in your answer.

Exemplars:

Observant

- The narrator notices the ponies' behavior and their markings.
- He notices the horse running in circles in the coulee.
- The narrator notices Tom and Jerry's pairing.
- other relevant text-based example

Kind

- The narrator risks his own safety to help Tom and Jerry.
- He is gratified when Tom is out of danger.
- other relevant text-based example

Experienced

- He knows how to break horses.
- He knows what to do to get Tom out of the coulee.
- He stays with the ponies to make sure they can make it to the creek.
- other relevant text-based example

Rubric:

1 point

one word circled or implied WITH version of one relevant exemplar

0 points

other

SCORE POINT 1

6 The narrator could be described as

observant

kind

experienced

Circle the word above that you think BEST describes the narrator. Then, explain your choice by including ONE example from the story in your answer.

When Tom was in the hole the narrator helped pull him out.

Item 6—Score Point 1

The response contains a version of the first exemplar for “kind.” This response receives a Score Point 1.

SCORE POINT 1

6 The narrator could be described as

observant

kind

experienced

Circle the word above that you think BEST describes the narrator. Then, explain your choice by including ONE example from the story in your answer.

One time when the horses were just standing there alone she said,

“When I turn them out on the range it seems they don’t want to run with the others.”

Item 6—Score Point 1

The response contains a relevant text-based example for “observant.” Therefore, this response also receives a Score Point 1.

SCORE POINT 0

6 The narrator could be described as

observant

kind

experienced

Circle the word above that you think BEST describes the narrator. Then, explain your choice by including ONE example from the story in your answer.

I paid \$20.00 for them when they where kind.

Item 6—Score Point 0

The explanation in this response does not illustrate the kindness of the narrator. Therefore, this response receives a Score Point 0.

Item 7:
Distinguish Between Fact and Opinion

7 Read this sentence.

“Yep,” I said to myself as I watched the ponies move away—and Tom would have done the same for Jerry, too.”

Is this sentence a FACT or an OPINION?

Explain your answer on the lines below.

Exemplars:

- “Opinion” is indicated.

AND

- Tom does not do the same for Jerry in the story (we think he probably would, but we do not know for a fact).
- The story does not show Tom helping Jerry.
- It is only the narrator’s idea of what could have happened.
- other text-based explanation

Rubric:

- | | |
|-----------------|--|
| 2 points | “opinion” is indicated with version of one exemplar |
| 1 point | “opinion” is indicated with inadequate or no explanation |
| 0 points | other |

SCORE POINT 2

7 Read this sentence.

"Yep," I said to myself as I watched the ponies move away—"and Tom would have done the same for Jerry, too."

Is this sentence a FACT or an OPINION?

opinion

Explain your answer on the lines below.

Yes I would say Tom probly would of but that dose'nt mean that would happen.

Item 7—Score Point 2

"Opinion" is indicated, and the explanation is a version of the first exemplar. This response receives a Score Point 2.

SCORE POINT 1

7 Read this sentence.

"Yep," I said to myself as I watched the ponies move away—"and Tom would have done the same for Jerry, too."

Is this sentence a FACT or an OPINION?

Opinion

Explain your answer on the lines below.

Tom would defend Jerry.

Item 7—Score Point 1

"Opinion" is indicated, but the explanation more strongly supports fact (rather than opinion). Therefore, this response receives a Score Point 1.

SCORE POINT 0

7 Read this sentence.

"Yep," I said to myself as I watched the ponies move away—"and Tom would have done the same for Jerry, too."

Is this sentence a FACT or an OPINION?

Fact

Explain your answer on the lines below.

I picked fact because it really happened in the story.

Item 7—Score Point 0

"Fact" is indicated, and the student's explanation contains faulty reasoning. Therefore, this response receives a Score Point 0.

Item 8:
Make Inferences/Use the Writing Process/Language-in-Use



- 8** Suppose the wolf had written the story “Tom and Jerry.” Write TWO or THREE paragraphs describing what happened at the bottom of the coulee from the wolf’s point of view. **Make sure at least TWO of the events you describe take place in the original story.**

You may use the space below to plan your writing. Only your writing on the lined pages in this book will be scored. Using the Editing Checklist on page 27, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

**Extended Response Writing Development Rubric
Grades 6–12**

Score	Writing
4	<ul style="list-style-type: none"> • stays focused on topic and task • includes many relevant ideas and information • organizes ideas logically • exhibits more than adequate word usage • demonstrates more than adequate writing technique • effectively adjusts language and tone to task and reader
Score	Writing
3	<ul style="list-style-type: none"> • stays mostly focused on topic and task • includes many relevant ideas and information • organizes ideas logically • exhibits adequate word usage • demonstrates adequate writing technique • attempts to adjust language and tone to task and reader
Score	Writing
2	<ul style="list-style-type: none"> • stays somewhat focused on topic and task • includes minimal relevant ideas and information • attempts to organize ideas logically • exhibits minimal word usage • demonstrates minimal writing technique • attempts to adjust language and tone to task and reader
Score	Writing
1	<ul style="list-style-type: none"> • exhibits a less than minimal focus on topic and task • includes few relevant ideas or little information • does not organize ideas logically • exhibits less than minimal word usage • demonstrates less than minimal writing technique • may use language and tone inappropriate to task and reader

**Extended Response Language-in-Use Rubric
Grades 6–12**

Score	Writing exhibits a good command of language skills.
4	<ul style="list-style-type: none"> • Words have few or no capitalization errors. • Sentences have few or no punctuation errors. • Words have few or no spelling errors. • Sentences have few or no grammar or word usage errors. • Writing has few or no paragraphing errors. • Writing has few or no run-on sentences or sentence fragments. <p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p>
Score	Writing exhibits an adequate command of language skills.
3	<ul style="list-style-type: none"> • Most capitalization is correct. • Most punctuation is correct. • Most spelling is correct. • Most grammar and word usage are correct. • Most paragraphing is correct. • Writing may have run-on sentences or sentence fragments. <p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language-in-use errors.</p>
Score	Writing exhibits a minimal command of language skills.
2	<ul style="list-style-type: none"> • Some capitalization is correct. • Some punctuation is correct. • Some spelling is correct. • Some grammar and word usage are correct. • Paragraphing may have errors or may be missing. • Writing may have run-on sentences or sentence fragments. <p>In a Score Point 2 paper, errors are typically frequent and cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p>
Score	Writing exhibits a less than adequate command of language skills.
1	<ul style="list-style-type: none"> • Words have many capitalization errors. • Sentences have many punctuation errors. • Words have many spelling errors. • Sentences have many grammar and word usage errors. • Paragraphing may have errors or may be missing. • Writing may have run-on sentences or sentence fragments. <p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p>

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<p>Sample Story Events</p> <ul style="list-style-type: none"> • I was out hunting for a meal, and I saw a horse that had fallen into a hole. I thought this would be my chance for an easy meal. • As I approached, another horse came out of nowhere and charged at me. • I kept trying to get at the horse in the hole, but the other horse wouldn't let me. Every time I came near, that crazy horse would fly after me. • The second horse seemed to be protecting the horse in the hole, but he was tiring fast, so I thought I'd keep trying. • Finally a man came, and I ran away. • other relevant text-based description of events at the bottom of the coulee 	
Reading Comprehension Rubric:	
Score	
2	response retells the story from the wolf's point of view, using two events from the original story
Score	
1	response retells the story from the wolf's point of view, using one event from the original story
Score	
0	other

Extended Response Writing Development Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Development Rubric.

This sample

- fully accomplishes the task, stays focused on topic, and does not go off on tangents.
- provides many ideas and details (*Then one day I found them out in the woods alone. I had not eaten in days, so I decided to try to eat them*).
- is organized logically with a good introduction, sufficient development, and a clear ending.
- shows a very good command of vocabulary.
- is fluent and easy to read, and uses varied sentence patterns and complex sentence structures.
- includes creative voice (*and decide [decided] to run, because I don't like humans; You know what, I never saw Tom or Jerry again*).

Extended Response Language-in-Use Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Language-in-Use Rubric.

This sample

- has correct capitalization and few punctuation errors.
- has one misspelled word (e.g., *neer* [near]).
- has correct grammar and usage except for a missing plural (e.g., *A couple of day* [days] *ago*) and a tense error (e.g., *A little bit later [,] I got the scent of a human*, [no comma necessary] *and decide* [decided] *to run*), both of which could be first-draft* errors.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of a first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Story

A couple of day ago I was watching two ponies and saw that they were very close. They looked alike, acted alike and even did everything together.

Then one day I found them out in the woods alone. I had not eaten in days, so I decided to try to eat them. The older one, Jerry, told me they were going to get a drink when Tom got stuck. I thought that could be much easier.

So I started to run at Tom, but Jerry started to run at me! Again and again this happened, but I never got neer Tom or Jerry.

A little bit later I got the scent of a human, and decide to run, because I don't like humans.

You know what, I never saw Tom or Jerry again.

1

Reading Comprehension
Score Point 2

Three events from the original story are included. *I decided to try to eat them* is a version of the first exemplar; *Jerry started to run at me* is a version of the second exemplar; and *I got the scent of a human* is a version of the fifth exemplar.

NOTE: Only two events from the story are required to earn a Score Point 2. The writer **must**, however, tell the story from the wolf's point of view.

Extended Response Writing Development

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Development Rubric.

This sample

- accomplishes the task, staying focused on the topic.
- provides some relevant details, but adds nothing beyond what was found in the story.
- is organized logically; the beginning, however, is abrupt.
- uses vocabulary that is ordinary.
- is easy to read.
- displays some sense of audience (e.g., *I went off and found something else to eat*).

Extended Response Language-in-Use

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Language-in-Use Rubric.

This sample

- has most capitalization and punctuation correct.
- has some spelling errors (e.g., *garding* [guarding], *seweting* [sweating], *scenced* [sensed], *agian* [again], *smelt* [smelled], *scrammed* [scrambled]).
- has a word usage error (e.g., *seweting bad* [sweating badly]).
- uses paragraphs correctly.
- has one run-on sentence (e.g., *I smelt [smelled] a man, I scrambled [scrambled] away*).

NOTE: In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language-in-use errors.

Story

I saw two ponies. One was trapped in a hole and the other one was garding him. As I crept up to get the trapped one, the other pony saw and went wild. We fought for a very long time. The pony was seweting bad. I could tell that the horse was about ready to drop.

Suddenly I scenced something. I sniffed agian with my nose in the the air. I smelt a man, I scrambled away. The other pony helped pull the trapped pony out. I went off and found something else to eat.

1

Reading Comprehension
Score Point 2

Two events from the original story are included. *One was trapped in a hole [,] and the other one was garding [guarding] him* is a version of the first exemplar, and *We fought for a very long time* is a version of the third exemplar.

Extended Response Writing Development Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Development Rubric.

This sample

- minimally accomplishes task; ideas are presented without development.
- provides weak development.
- demonstrates some order, although the middle and ending are both weak.
- uses language that is predictable, with ordinary vocabulary.
- displays little sense of audience.

Extended Response Language-in-Use Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended Response Language-in-Use Rubric.

This sample

- has correct capitalization.
- has punctuation errors, a missing apostrophe (e.g., *guys job* [guy's job]), a missing comma in the first sentence, and a missing period at the end of the last sentence.
- contains many verb errors for a short piece of writing (e.g., *shoud have got* [should have gotten]; *Tom and Jerry was* [were] *friends*; *If that man wouldn't have came* [come]).
- has numerous misspelled words (e.g., *nourh* [know], *wach* [watch], *probleay* [probably], *shoud* [should], *hours* [horse], *meet* [meat], *farer* [fair], *whene* [when], *mite* [might]).
- attempts paragraphing.
- has a sentence fragment (e.g., *It was not farer [fair] that whene [when] the man cam [came]*).

NOTE: The Score Point 2 paper communicates some ideas. However, frequent errors may impair the flow of communication.

Story

To begin with Tom and Jerry was friends. I nourh it's the
guys job to wach the ponies. I think it's probleay a good job.

I think that I shoud have got that hours meet. It was not
farer that whene the man cam. If that man wouldn't have came
I mite have hours

1

Reading Comprehension
Score Point 2

Two events from the original story are included (e.g., *Tom and Jerry was [were] friends; It was not farer [fair] that whene [when] the man cam [came]*).

Extended Response Writing Development Score Point 1

The following list describes a writing sample (shown on the next page) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Development Rubric.

This sample

- does not adequately accomplish the task (i.e., only one idea is presented, with no development).
- provides little information.
- is too brief to establish an order.
- displays no sense of audience.

Extended Response Language-in-Use Score Point 1

The following list describes a writing sample (shown on the next page) that earns a **Score Point 1** using the *ISTEP+* Extended Response Language-in-Use Rubric.

This sample

- does not contain any correct capitalization.
- lacks any punctuation.
- has many misspelled words.
- consists of one run-on sentence.
- exhibits less than minimal command of language skills.

Story

the horses Ran away for water they for food the came in to a
wolf the wolf was mad the hose got tired tom came to the
recuce they were tired and weak

1

Reading Comprehension
Score Point 0

Though the response includes an event from the original story (e.g., *tom* [Tom] *came to the recuce* [rescue]), no reading comprehension points are awarded because the story is not written from the wolf's point of view.

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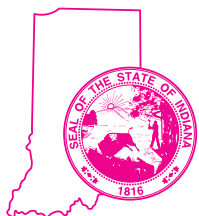
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